



STIC Search Report

EIC 2100

STIC Database Tracking Number: 114492

**TO: Baoquoc To
Location: Cpk2 4A42
Art Unit : 2172
Tuesday, February 17, 2004**

Case Serial Number: 09/558060

**From: David Holloway
Location: EIC 2100
PK2-4B30
Phone: 308-7794**

david.holloway@uspto.gov

Search Notes

Dear Examiner To,

Attached please find your search results for above-referenced case.
Please contact me if you have any questions or would like a re-focused search.

David





114472

STIC EIC 2100 Search Request Form

Today's Date: 09/17/04

What date would you like to use to limit the search?

Priority Date: 9/26/00

Other:

Name TO, BAO QINOC 78889

AU 2172 Examiner # ~~31889~~

Room # 4A42 Phone 305-1949

Serial # 69/558060

Format for Search Results (Circle One):

PAPER DISK EMAIL

Where have you searched so far?

USP DWPI EPO JPO ACM IBM TDB

IEEE INSPEC SPI Other

Is this a "Fast & Focused" Search Request? (Circle One) YES NO

A "Fast & Focused" Search is completed in 2-3 hours (maximum). The search must be on a very specific topic and meet certain criteria. The criteria are posted in EIC2100 and on the EIC2100 NPL Web Page at <http://ptoweb/patents/stic/stic-tc2100.htm>.

What is the topic, novelty, motivation, utility, or other specific details defining the desired focus of this search? Please include the concepts, synonyms, keywords, acronyms, definitions, strategies, and anything else that helps to describe the topic. Please attach a copy of the abstract, background, brief summary, pertinent claims and any citations of relevant art you have found.

please concentrates on determine the presence or absence of child development or lesson plans in the data management. Concentrates on school
Qans (2) or (3) and (5) or (6)

STIC Searcher Holloway

Phone 308-7794

Date picked up 2-17-04

Date Completed 2-17-04



Dialog # 382/100
78 min

Set	Items	Description
S1	8756	SCHOOL? OR PRESCHOOL? OR KINDERGARTEN? OR MONTESSORI? OR C-LASSROOM? OR CLASS()ROOM?
S2	812	(CHILD? ? OR CHILDREN? OR STUDENT? OR CHILDHOOD OR MINOR OR KID OR KIDS OR PUPIL?) (3N) (DEVELOP? OR ACCOMPLISH? OR GROWTH? OR MATUR?)
S3	149112	DATABASE? OR DATABANK? OR DATA() (BASE? OR BANK?) OR SPREAD-SHEET? OR SPREAD()SHEET? OR DB OR DBMS OR RDB OR OODB? ?
S4	800791	REPORT OR PLAN OR SCHEDUL? OR PLANNING OR PLANS OR TRACK? - OR TRACKING OR MONITOR?
S5	1612602	SCORE? OR LEVEL? OR GRADE? OR WEIGHT? OR EVAULAT? OR RANK?
S6	0	S1 AND S2 AND S3 AND S4 AND S5
S7	3	S1 AND S2 AND S3
S8	85	S1 AND S3 AND S4
S9	3	S2 AND S3 AND S4
S10	6	S1 AND S2 AND (S3 OR S4)
S11	63	S8 AND IC=G06F?
S12	6	S11 AND (DEVELOP? OR MATUR? OR ACCOMPLISH? OR GROWTH? OR M-ATUR?)
S13	14	S12 OR S10 OR S9 OR S7
S14	14	IDPAT (sorted in duplicate/non-duplicate order)
S15	14	IDPAT (primary/non-duplicate records only)
S16	3956	TEACHER? OR INSTRUCTOR? OR CHILDCARE? OR CHILD()CARE? OR B-ABYSITTER? OR NANNY
S17	39	BABY()SITTER?
S18	3993	S16 OR S17
S19	18	S18 AND S8
S20	15	S19 NOT S13
S21	6	S20 NOT AD>20000426

File 347:JAPIO Oct 1976-2003/Oct(Updated 040202)
(c) 2004 JPO & JAPIO

File 350:Derwent WPIX 1963-2004/UD,UM &UP=200411
(c) 2004 Thomson Derwent

21/5/1 (Item 1 from file: 350)
DIALOG(R) File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

014432504 **Image available**
WPI Acc No: 2002-253207/200230
XRPX Acc No: N02-195318

Administering method for individual education plans involves generating forms and reports for implementing individual education places for qualified students after qualification data are obtained

Patent Assignee: MCI COMMUNICATIONS CORP (MCIC-N)

Inventor: ROPER T D

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 6270351	B1	20010807	US 9746929	P	19970516	200230 B
			US 9867745	A	19980428	

Priority Applications (No Type Date): US 9746929 P 19970516; US 9867745 A 19980428

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
US 6270351	B1	38	G09B-019/00		Provisional application US 9746929

Abstract (Basic): US 6270351 B1

* NOVELTY - The method involves creating individual education **plan** records for each student based on predetermined qualification criteria. Forms and reports for implementing individual education places for qualified students are then generated. The forms and reports comply with the regulatory guidelines for implementing individual education **plans**.

DETAILED DESCRIPTION - The forms and reports also include a permission form to be signed by a person giving permission for an evaluation of an student to occur. The individual education **plan** records are created by obtaining qualification data for each of the students, determining which type of services are to be provided to each of the students as part of an individual education **plan** based on the qualification data, and storing the qualification data and the indicated services to a **database**. The creation of the individual education **plan** records for each student is performed after information records for students being considered for participation in an individual education **plan** are generated.

USE - For administering individual education **plans** based on student profiles.

ADVANTAGE - Creates individual education **plans** based on student profiles by using software package and network. **Monitors** and assesses progress and status of students in the **plans**. Enables automatic administering of individual education **plans** to meet the special needs of the students, such as gifted and talented students, students with learning disabilities. Enables **school** administrators, **school** counselors, **teachers**, and parents to develop a new or modify an existing student profile, create a new or modify an existing individual **plan** for the student based on the profile, and **track** the student's progress in the **plan** through periodic evaluations and assessments. Increases efficiency of analysis of compiled data. Increases speed in obtaining and completing forms necessary to create and administer the **plans**.

DESCRIPTION OF DRAWING(S) - The figure shows the block diagram representation of an individual education program **tracking** system which applies the method for administering individual education **plans** based on student profiles.

pp; 38 DwgNo 1/26

Title Terms: ADMINISTER; METHOD; INDIVIDUAL; EDUCATION; **PLAN**; GENERATE; FORM; **REPORT**; IMPLEMENT; INDIVIDUAL; EDUCATION; PLACE; QUALIFY; STUDENT; AFTER; QUALIFY; DATA; OBTAIN

Derwent Class: P85; T01; W04

International Patent Class (Main): G09B-019/00

File Segment: EPI; EngPI

21/5/6 (Item 6 from file: 350)
DIALOG(R) File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

012325569 **Image available**

WPI Acc No: 1999-131676/199911

XRPX Acc No: N99-095973

Computer implemented lessons planning method in educational field - involves extracting information from database based on which lessons are taught, and after predetermined time period percentage of task is compared with previously planned task

Patent Assignee: DOAK R K (DOAK-I); KING S L (KING-I)

Inventor: DOAK R K; KING S L

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 5864869	A	19990126	US 96683085	A	19960718	199911 B

Priority Applications (No Type Date): US 96683085 A 19960718

Patent Details:

Patent No	Kind	Lan Pg	Main IPC	Filing Notes
US 5864869	A	11	G06F-017/30	

Abstract (Basic): US 5864869 A

* NOVELTY - Information about **school**, students and class curriculum are stored in a relational **database** in a computer. Lessons are taught daily in the class based on information from **database** such as teaching period for a task, number of pages to be taught, teaching task and materials to be used. After a period of time, the percentage of completed task is compared with previously planned task and if there is any deviation, the lesson **plan** is edited. A variety of complimentary reports is obtained with data stored in **database** and printout are taken for any **report**. DETAILED DESCRIPTION - The **school** information includes holidays, non-teaching days and the students information includes students medical data and about guardian informations. The datas are imported and exported to and from another computer.

USE - For creating, editing and producing of **classroom** specific and non-specific lesson **plans** in education field.

ADVANTAGE - Gives the **teacher** a flexibility of **planning** an entire **school** year lesson **plan**. Reduces amount of lesson **plan** work the **teacher** would have to perform manually. Eliminates use of writing tools and also saves **teachers** time. Importing and exporting routines support archiving data for historical references. DESCRIPTION OF DRAWING(S) - The figure illustrates data flow for final preparation of lesson **plan** **report**.

Dwg.3/4

Title Terms: COMPUTER; IMPLEMENT; LESSON; **PLAN**; METHOD; EDUCATION; FIELD; EXTRACT; INFORMATION; **DATABASE**; BASED; LESSON; TEACH; AFTER; PREDETERMINED; TIME; PERIOD; PERCENTAGE; TASK; COMPARE; **PLAN**; TASK

Derwent Class: T01

International Patent Class (Main): G06F-017/30

File Segment: EPI

?s childhood()development (4n)(track? or monitor?)(4n)(database? or data()base?)

Your SELECT statement is:

s childhood()development (4n)(track? or monitor?)(4n)(database? or data()base?)

	Items	File
	-----	----
	Examined 50	files
	Examined 100	files
	Examined 150	files
	Examined 200	files
	Examined 250	files
	Examined 300	files
	Examined 350	files
	Examined 400	files
Processing		
	Examined 450	files
	Examined 500	files
	Examined 550	files

No files have one or more items; file list includes 552 files.
One or more terms were invalid in 4 files.

Set	Items	Description
S1	1547043	SCHOOL? OR PRESCHOOL? OR KINDERGARTEN? OR MONTESSORI? OR C-LASSROOM? OR CLASS()ROOM?
S2	100797	(CHILD? ? OR CHILDREN? OR TODDLER? OR STUDENT? OR CHILDHOOD OR MINOR? OR KID OR KIDS OR PUPIL?) (N) (DEVELOPMENT OR ACCOMPLISH? OR GROWTH? OR MATUR?)
S3	2553442	DATABASE? OR DATABANK? OR DATA() (BASE? OR BANK?) OR SPREADSHEET? OR SPREAD()SHEET? OR DB OR DBMS OR RDB OR OODB? ?
S4	4169931	TRACK? OR MONITOR? OR WATCH? OR LOG OR LOGGING OR RECORD?
S5	9661601	SCORE? OR MEASUR? OR LEVEL? OR GRADE? OR WEIGH? OR EVAULAT? OR RANK?
S6	737288	TEACHER? OR INSTRUCTOR? OR CHILDCARE? OR CHILD()CARE? OR BABYSITTER? OR NANNY? OR BABY()SITTER?
S7	840275	DAILY OR WEEKLY OR SCHEDUL? OR CALENDAR? OR MONTHLY
S8	718	S2(5N)S3(5N)S4
S9	31	S7 AND S8
S10	967	S2(4N)S4
S11	34	S1 AND S3 AND S5 AND S6 AND S7 AND S10
S12	63	S9 OR S11
S13	63	RD (unique items)
S14	22	S13 NOT PY>1999
S15	21	S14 NOT PD>19990427
S16	4345830	AUTOMATE? OR ELECTRONIC? OR DIGITAL? OR COMPUTERI? OR COMPUTER() (SOFTWARE? OR PROGRAM? OR APPLICATION?)
S17	6	S8 AND S16
S18	1882	S2 AND S3 AND S16
S19	1230	S18 AND S4 AND S1
S20	83829	S16(4N)S4
S21	55	S19 AND S20
S22	61	S21 OR S17
S23	59	S22 NOT S12
S24	59	RD (unique items)
S25	10	S24 NOT PY>1999
File	1:ERIC 1966-2004/Feb 04	(c) format only 2004 The Dialog Corporation
File	2:INSPEC 1969-2004/Feb W2	(c) 2004 Institution of Electrical Engineers
File	6:NTIS 1964-2004/Feb W3	(c) 2004 NTIS, Intl Cpyrght All Rights Res
File	8:Ei Compendex(R) 1970-2004/Feb W2	(c) 2004 Elsevier Eng. Info. Inc.
File	65:Inside Conferences 1993-2004/Feb W3	(c) 2004 BLDSC all rts. reserv.
File	202:Info. Sci. & Tech. Abs. 1966-2004/Jan 20	(c) 2004 EBSCO Publishing
File	35:Dissertation Abs Online 1861-2004/Jan	(c) 2004 ProQuest Info&Learning
File	94:JICST-EPlus 1985-2004/Feb W2	(c)2004 Japan Science and Tech Corp(JST)
File	111:TGG Natl.Newspaper Index(SM) 1979-2004/Feb 12	(c) 2004 The Gale Group
File	233:Internet & Personal Comp. Abs. 1981-2003/Sep	(c) 2003 EBSCO Pub.
File	144:Pascal 1973-2004/Feb W2	(c) 2004 INIST/CNRS
File	7:Social SciSearch(R) 1972-2004/Feb W2	(c) 2004 Inst for Sci Info
File	11:PsycINFO(R) 1887-2004/Feb W2	(c) 2004 Amer. Psychological Assn.
File	142:Social Sciences Abstracts 1983-2004/Jan	(c) 2004 The HW Wilson Co
File	437:Education Abstracts 1983-2004/Jan	(c) 2004 The HW Wilson Co

15/5/1 (Item 1 from file: 1)
DIALOG(R) File 1:ERIC
(c) format only 2004 The Dialog Corporation. All rts. reserv.

01045131 ERIC NO.: ED382407 CLEARINGHOUSE NO.: PS023336
Performance Assessment in Early Childhood Education: The Work Sampling System. ERIC Digest.
Meisels, Samuel J.;
CORP. SOURCE: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL. (BBB16656)
3pp.
May 1995 (19950500)
SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036)
CONTRACT/GRANT NO.: RR93002007
REPORT NO.: EDO-PS-95-6
EDRS Price MF01/PC01 Plus Postage.
LANGUAGE: English
DOCUMENT TYPE: 71 (ERIC product); 73 (ERIC digests in full text)
RECORD TYPE: ABSTRACT
COUNTRY OF PUBLICATION: U.S.; Illinois
JOURNAL ANNOUNCEMENT: RIESEP1995

* Performance assessment offers an approach to assessment different from that of group-administered standardized tests by documenting activities in which children engage on a **daily** basis. Flexible enough to reflect individual academic achievement and designed to evaluate elements of learning not captured by standardized tests, the Work Sampling System offers an exemplar of how performance assessment works in early childhood and the primary years. This system assesses and documents children's skills, knowledge, behavior, and accomplishments across a variety of education domains and as manifested on multiple occasions. It consists of three components: (1) developmental guidelines and checklists; (2) portfolios; and (3) summary reports. The developmental guidelines and checklists assist **teachers** in observing and documenting children's progress across seven domains of development. These domains are divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. The guidelines that accompany the checklists make the process of observation more reliable and consistent. The checklists and guidelines create a profile of children's individualized progress. Portfolios, which are collections of children's work, provide a rich documentation of each child's experiences throughout the year. In the Work Sampling System, portfolio collections are based on two types of work: core items, which represent a particular area of learning within a single domain; and individualized items, which offer examples of children's work across domains. Summary reports, completed three times a year, consist of performance and progress ratings in each domain, and **teachers'** reflections and comments about the child's development. They are a means of translating the information in the checklists and portfolios into a more easily understood document for parents, **teachers**, and administrators. Contains seven references. (BC)

The pressure to demonstrate effectiveness through children's performance on standardized tests not only changes how **teachers** teach and what children study, but also seems to be changing our very understanding of the nature of learning and achievement (McGill-Franzen & Allington, 1993).

Group-administered tests focus on the acquisition of simple facts, low-level skills, superficial memorization, and isolated evidence of achievement. The tests hold great power, and that power can be abused. Of greatest concern is that they rob **teachers** of their sense of judgment about how to help children develop to their optimal potential.

This loss of judgment is often observed in the use of readiness and early **school** achievement tests. The appropriateness of using standardized, group-administered achievement tests for children below third **grade** is

highly dubious and questionable. The content of these tests is generally abstract, verbally mediated, and potentially biased against children unfamiliar or uncomfortable with test-like activities and with middle class manners and mores (Stallman & Pearson, 1990). Even more problematic is how little can be learned from the results of standardized tests administered to young children; the data may tell us a child's percentile **ranking** on a subtest, but they cannot tell us whether the child's performance reflects an inability to follow the complex test directions or whether the child did not have mastery of the information or skill.

Performance assessment offers a new approach that documents activities in which children engage on a **daily** basis. It is flexible enough to reflect individual academic achievement and designed to evaluate many elements of learning and development not captured by standardized tests. It puts assessment back where it belongs: in the hands of **teachers** and children, and in the **classrooms** in which they work (Meisels, Dorfman, & Steele, 1995).

THE WORK SAMPLING SYSTEM

The Work Sampling System (Meisels, Jablon, et al., 1995) offers an exemplar of how performance assessment works in Head Start, early childhood, and the primary years (ages 3 to 11). This performance assessment system assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions. Work sampling is a curriculum-embedded assessment, rather than an "on demand" set of tests. It systematizes **teacher** observations by guiding those observations with specific criteria and well-defined procedures. It consists of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. **Classroom**-based and instructionally relevant, these components involve the child, the child's family, the **teacher**, and the **school** administration in the processes of assessment.

DEVELOPMENTAL GUIDELINES AND CHECKLISTS

The Developmental Guidelines and Checklists are designed to assist **teachers** in observing and documenting individual children's growth and progress. They are intended to reflect common activities and expectations in **classrooms** that are structured around developmentally appropriate activities and are based on national, state, and local curriculum standards. **Teachers** should be able to complete the Checklists without testing their children. Each Checklist covers seven domains: (1) Personal and social development; (2) Language and literacy; (3) Mathematical thinking; (4) Scientific thinking; (5) Social studies; (6) The Arts; and (7) Physical development.

Each domain is divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. Guidelines accompanying the Checklists enhance the process of observation, make it more reliable, and help ensure consistency by providing a rationale and illustrations for each performance indicator. The Checklists and Guidelines create a profile of children's individualized progress. Because of the common structure of the Checklists from **preschool** through **grade 5**, **teachers** can chart children's progress over a wide span of time and development and plan a curriculum that reflects individual growth and change.

PORTFOLIOS

Purposeful collections of children's work that illustrate their efforts, progress, and achievements, Portfolios are used in The Work Sampling System to provide rich documentation of each child's experiences throughout the year. Portfolio collection enables children to become involved with the process of selecting and judging their own work. Portfolio content should parallel **classroom** activities and lead to the development of new activities based on joint **teacher**-child assessment of the child's progress and interests.

The Work Sampling System is a relatively structured approach to Portfolio collection that relies on the identification and collection of two types of work: Core Items (representations of a particular area of learning within a

domain that are selected three times a year); and Individualized Items (unique examples of a child's work that capture the child's interests and experiences and reflect integrated learning across domains). Collecting Portfolio items on multiple occasions allows the Portfolio to become a tool for documenting, analyzing, and summarizing the child's growth and development through the entire **school** year.

Portfolios are powerful instructional tools. They offer children, **teachers**, parents, administrators, and policymakers an opportunity to view the sweep and power of children's growth and development. Above all, they integrate instruction and assessment.

SUMMARY REPORTS

The final component of The Work Sampling System is the summary report, completed three times a year for each child. This report consists of a brief summary of the child's **classroom** performance and is based on **teacher** observations and on records **teachers** keep as part of The Work Sampling System. The report contains specific criteria for evaluating children's performance in each domain of learning and behavior that is emphasized in the **classroom**.

The Summary Report is a means of translating the rich information from Developmental Checklists and Portfolios into a more easily understood and interpreted document for parents, **teachers**, and administrators. Summary reports are designed to replace report cards. They consist of performance and progress ratings in each domain, and **teachers**' reflections and comments about the child's development, based on the evidence accumulated in the Checklists and Portfolios.

CONCLUSION

Tests are powerful only if we attach high stakes to them and relinquish our judgment about how to educate children (Meisels, 1992). Some tests are less informative than others, and some are hopelessly biased, narrow, or unrealistic; but any test can be misused, just as any idea can be distorted.

Work Sampling is a powerful substitute for group-administered achievement tests. Research about The Work Sampling System shows that it provides **teachers** with reliable and valid data about children's **school** performance (Meisels, Liaw, Dorfman, & Fails, in press) and with a great deal of information and evidence about children's activities and development that can be used to enhance instruction and to report to children's parents. It is based on **teachers**' perceptions of their children in actual **classroom** situations. It simultaneously informs, expands, and structures those perceptions while involving children and parents in the learning process. The Guidelines and Checklists provide detailed, observation-based information about the child's skills, accomplishments, knowledge, and behavior. The Portfolios highlight qualitative aspects of children's work. The Summary Reports help record, summarize, and aggregate information on children's overall educational progress.

Performance assessment, of which The Work Sampling System is an example, allows **teachers** to record what children can do in the context of their experience. When children's experience is rich and diverse, invites them to display their initiative, and engages their curiosity, then performance assessment promises to help us learn about children as we watch them learn about their world.

Adapted from: Meisels, Samuel J. (1993). Remaking **Classroom** Assessment with The Work Sampling System. YOUNG CHILDREN 48(5, July): 34-40. EJ 465 921.

REFERENCES

McGill-Franzen, A., and R.L. Allington. (1993). Flunk 'em or Get Them Classified: The Contamination of Primary **Grade** Accountability Data.

EDUCATIONAL RESEARCHER 22(1, Jan-Feb): 19- 22. EJ 464 906.

Meisels, S.J. (1992). Doing Harm by Doing Good: Iatrogenic Effects of Early Childhood Enrollment and Promotion Policies. EARLY CHILDHOOD RESEARCH QUARTERLY 7(2, June):155-174. EJ 450 523.

Meisels, S.J., A. Dorfman, and D. Steele. (1995). Equity and Excellence in Group-Administered and Performance-Based Assessments. In M.T. Nettles, and A.L. Nettles (Eds.), EQUITY AND EXCELLENCE IN EDUCATIONAL TESTING AND ASSESSMENT (pp. 243-261). Boston: Kluwer Academic Publishers.

Meisels, S.J., J.R. Jablon, D.B. Marsden, M.L. Dichtelmiller, A.B. Dorfman, and D.M. Steele. (1995). THE WORK SAMPLING SYSTEM: AN OVERVIEW. Ann Arbor: Rebus Planning Associates, Inc.

Meisels, S.J., F-r. Liaw, A.B. Dorfman, and R. Fails. (In press, 1995). The Work Sampling System: Reliability and Validity of a Performance Assessment for Young Children. EARLY CHILDHOOD RESEARCH QUARTERLY 10(3, Sep).

Stallman, A.C., and P.D. Pearson. (1990). Formal **measures** of early literacy. In L.M. Morrow and J.K. Smith (Eds.), ASSESSMENT FOR INSTRUCTION IN EARLY LITERACY (pp. 7-44). Englewood Cliffs, NJ: Prentice Hall. (See ED 324 647 for original version of this report.)

15/5/15 (Item 13 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0001187125 1991-98359-000

Advances in behavioral assessment of children and families: A research annual, Vol. 5.

AUTHOR: Prinz, Ronald J. (Ed)

AUTHOR AFFILIATION: U South Carolina, Dept of Psychology--SC--US
, ix, 262, 1991

PUBLISHER: Jessica Kingsley Publishers, Ltd.--Philadelphia--PA--US

ISBN: 1-85302-069-9 (hardcover)

DOCUMENT TYPE: Edited Book; Book

MEDIA TYPE: Print

RECORD TYPE: Abstract; Table of Contents

AUDIENCE: Psychology: Professional & Research

LANGUAGE: English

POPULATION GROUP: Human AGE GROUP: 100 (Childhood (birth-12 yrs))

ABSTRACT: preface- "Advances in Behavioral Assessment of Children and Families" is a research annual devoted to applied scientific work in the broad area of behavioral assessment with children. Methodological, theoretical, and practical issues regarding children's psychological functioning are presented with an emphasis on empirical verification and behavioral referents. Assessment of family functioning is included in recognition of the significant impact of family on child behavior (and the converse as well). Contributions include comprehensive reports of original data-based research, presentations of individual programs of research, delineation of observational systems, and to a lesser extent critical reviews of selected topics. The series samples a broad range of child assessment topics germane to child clinical psychology, **child development**, medicine, education, and social work. (PsycINFO **Database Record** (c) 2003 APA, all rights reserved)

DESCRIPTORS: *Behavioral Assessment; *Family Relations

IDENTIFIERS: discusses behavioral assessment of children & family functioning

SUBJECT CODES & HEADINGS: 2224 (Clinical Psychological Testing); 3200 (Psychological & Physical Disorders)

15/5/20 (Item 18 from file: 11)
DIALOG(R) File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0000300549 1950-03105-001

The clinical supervision of child development.

AUTHOR: Gesell, Arnold

AUTHOR AFFILIATION: Yale U. Sch. Med., New Haven, Conn.

JOURNAL: Wisconsin Medical Journal, 48, 119-123, 1949

DOCUMENT TYPE: Journal

MEDIA TYPE: Print

RECORD TYPE: Abstract

LANGUAGE: English

ABSTRACT: The Developmental **Schedules** permit the experienced examiner to draw up a descriptive characterization of a child's maturity status in terms of his age and give a scientific basis for the clinical supervision of the early **child development**. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

DESCRIPTORS: *No terms assigned

IDENTIFIERS: CHILD DEVELOPMENT, CLINICAL SUPERVISION; CHILDHOOD & ADOLESCENCE

SUBJECT CODES & HEADINGS: 2800 (Developmental Psychology)

RELEASE DATE: 19500601

.15/5/21 (Item 19 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0000248800 1940-02225-001

The significance of an improved calendar in child development research.

AUTHOR: Neall, H. E.

JOURNAL: Child Development--

<http://www.blackwellpublishers.co.uk/asp/journal.asp?ref=0009-3920>, 10,
279-280, 1939

PUBLISHER: Blackwell Publishing--United Kingdom--

<http://www.blackwellpublishing.com>

ISSN: 0009-3920--(Print)

DOCUMENT TYPE: Peer Reviewed Journal

MEDIA TYPE: Print

RECORD TYPE: Abstract

LANGUAGE: English

ABSTRACT: A copy of the proposed world **calendar**, now in the hands of a League of Nations committee, is presented. A summary of its characteristics and of its advantages to workers in **child development** is given. (PsycINFO **Database Record** (c) 2003 APA, all rights reserved)

DESCRIPTORS: *No terms assigned

IDENTIFIERS: CHILD (STUDY), RESEARCH, **CALENDAR** IN; GENERAL (INCL. STATISTICS); CHILDHOOD AND ADOLESCENCE

SUBJECT CODES & HEADINGS: 2100 (General Psychology); 2800 (Developmental Psychology)

RELEASE DATE: 194005

.25/3,K/10 (Item 6 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0001052657 1998-11205-010

The DAISEY data system: A computerized system to support longitudinal research.

AUTHOR: Mandeville, Garrett K.; Raymond, Gail I.; Anderson, Lorin W.

AUTHOR AFFILIATION: U South Carolina--SC--US

JOURNAL: Early Child Development & Care--

<http://www.tandf.co.uk/journals/gb/03004430.html>, Vol 32(1-4), 119-130, 1988

PUBLISHER: Taylor & Francis--United Kingdom--<http://www.tandf.co.uk>

The DAISEY data system: A computerized system to support longitudinal research.

* ABSTRACT: This paper describes a **computerized** Daisey Data Capture System (DDCS) developed by the Developmental Assessment and Instruction for Success in Early Years (DAISEY). DDCS is an accurate, cost-effective approach to longitudinal **tracking** which will support studies of long-term **child development** as well as studies of the impact of early intervention on **school** success. With the DDCS, early identification and appropriate intervention can hopefully contribute to the positive cognitive development and **school** success for ever-increasing numbers of children in our society. This report is presented in...

...containing test and other data for young children are provided in the concluding section. (PsycINFO **Database Record** (c) 2003 APA, all rights reserved)

...DESCRIPTORS: **Childhood Development ; * Computer ...**

...Computer Applications; *...

... **Tracking**

IDENTIFIERS: **computerized** system, **tracking** long-term development & early intervention on **school** success of children

25/3,K/4 (Item 4 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2004 The Dialog Corporation. All rts. reserv.

00295744 ERIC NO.: ED129439 CLEARINGHOUSE NO.: PS008849

The OCD Information System.;

CORP. SOURCE: South Carolina State Dept. of Social Services, Columbia.

(BBB13790)

56pp.

January 1976 (19760100)

NOTES: A report of accomplishments by the study team that undertook the task of providing an **automated record** -keeping system: **Record** and Foundation

SPONSORING AGENCY: Appalachian Regional Commission, Washington, DC.

(BBB00078)

NOTES: A report of accomplishments by the study team that undertook the task of providing an **automated record** -keeping system: **Record** and Foundation

* An **automated record** -keeping system for publicly supported day care centers, developed by the South Carolina Office of **Child Development** (OCD), is described here. This OCD Information System evolved around the need for accurate and...

...facilities. A preliminary study of six South Carolina counties showed a lack of uniformity in **record** -keeping and the need for a **computerized** information system. The three data collection instruments described here were designed to implement development of an integrated **data base** : (1) a Client-Guardian **Record** , (2) a Center **Record** and (3) an Employee **Record** . These instruments were designed to collect, aggregate, analyze and disseminate data in a concise and...

...were involved in field work to educate day care center personnel in use of the **record** forms. Informational printouts, derived from continually updated data, include state, county and center summaries, as well as client and employee rosters. Approximately half this document consists of samples of **record** forms and summary reports. (BF)

DESCRIPTORS: Child Caregivers; Confidential **Records** ; Data Collection;

*Data Processing; *Day Care; *Day Care Centers; Educational

Administration; *Management Information Systems; Personnel Data;

Preschool Education; Public Support; * **Recordkeeping** ; **Records (Forms)**

; *State Agencies; Student **Records**

25/3,K/5 (Item 1 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0001679337 1999-11591-003

The identification of early risk factors for severe emotional disturbances and emotional handicaps: An epidemiological approach.

AUTHOR: Mason, Craig A.; Chapman, Derek A.; Scott, Keith G.

AUTHOR AFFILIATION: U Miami, Dept of Psychology--Coral Gables--FL--US

JOURNAL: American Journal of Community Psychology--

<http://www.wkap.nl/journalhome.htm/0091-0562>, Vol 27(3), 357-381, Jun, 1999

PUBLISHER: Kluwer Academic Publishers--Netherlands--<http://www.wkap.nl>

...ABSTRACT: Emotional Handicap (SED/EH) at age 13. Data were obtained from 1979/1980 Florida birth records that were electronically linked with 1992/1993 Florida school records. In regards to increasing an individual's risk of SED/EH, 2 factors, gender (being male) and low maternal education (mother not completing high school at the time of the child's birth), were found to have particularly strong effects...

...of the child's birth) were associated with a large proportion of the cases. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

CITED REFERENCES:

...Boussy, C. A., & Scott, K. G. (1993). Use of data base linkage methodology in epidemiological studies of mental retardation. In N. W. Bray (Ed.), International review...

...Mattison, R. E., Morales, J., & Bauer, M. A. (1992). Distinguishing characteristics of elementary schoolboys recommended for SED placement. Behavioral Disorders, 17, 107-114. (PsycINFO Accession Number: 1992-24772-001...

...D. A. (1999). The use of epidemiological methodology as a means of influencing public policy. Child Development, 70, 1263-1272. (PsycINFO Accession Number: 1999-01445-015)

18...

...Wagner, M. M. (1995). Outcomes for youths with serious emotional disturbance in secondary school and early adulthood. Critical Issues for Children and Youths, 5, 90-112.

21...

25/3,K/9 (Item 5 from file: 11)
DIALOG(R)File 11:PsycINFO(R)
(c) 2004 Amer. Psychological Assn. All rts. reserv.

0001164626 1991-12530-001

Social perception and social reality: A reflection; construction model.

AUTHOR: Jussim, Lee

AUTHOR AFFILIATION: Rutgers U, New Brunswick, NJ--US

JOURNAL: Psychological Review--<http://www.apa.org/journals/rev.html>, Vol
98(1), 54-73, Jan, 1991

PUBLISHER: American Psychological Assn--US--<http://www.apa.org>

...ABSTRACT: or biases. The evidence, therefore, supports a weaker version
of the social constructivist view. (PsycINFO Database Record (c) 2003
APA, all rights reserved)

CITED REFERENCES:

...B., Lerch, F. J. & Kulik, C. T. (in press). The impact of performance
expectations and **computerized** performance **monitoring** data on
performance evaluation. Journal of Applied Social Psychology.
47...

...Rosenthal, R. & Jacobson, L. (1968). Pygmalion in the **classroom** :
Teacher expectations and student intellectual development. New York:
Holt, Rinehart & Winston.
112...

...M. L. (1974). Negative teacher expectation and IQ change in children
with superior intellectual potential. **Child Development** , 45,
852-856.
126...

Set	Items	Description
S1	8756	SCHOOL? OR PRESCHOOL? OR KINDERGARTEN? OR MONTESSORI? OR C-LASSROOM? OR CLASS()ROOM?
S2	812	(CHILD? ? OR CHILDREN? OR STUDENT? OR CHILDHOOD OR MINOR OR KID OR KIDS OR PUPIL?) (3N) (DEVELOP? OR ACCOMPLISH? OR GROWTH? OR MATUR?)
S3	149112	DATABASE? OR DATABANK? OR DATA() (BASE? OR BANK?) OR SPREAD-SHEET? OR SPREAD()SHEET? OR DB OR DBMS OR RDB OR OODB? ?
S4	800791	REPORT OR PLAN OR SCHEDUL? OR PLANNING OR PLANS OR TRACK? - OR TRACKING OR MONITOR?
S5	1612602	SCORE? OR LEVEL? OR GRADE? OR WEIGHT? OR EVAULAT? OR RANK?
S6	0	S1 AND S2 AND S3 AND S4 AND S5
S7	3	S1 AND S2 AND S3
S8	85	S1 AND S3 AND S4
S9	3	S2 AND S3 AND S4
S10	6	S1 AND S2 AND (S3 OR S4)
S11	63	S8 AND IC=G06F?
S12	6	S11 AND (DEVELOP? OR MATUR? OR ACCOMPLISH? OR GROWTH? OR M-ATUR?)
S13	14	S12 OR S10 OR S9 OR S7
S14	14	IDPAT (sorted in duplicate/non-duplicate order)
S15	14	IDPAT (primary/non-duplicate records only)

File 347:JAPIO Oct 1976-2003/Oct(Updated 040202)
(c) 2004 JPO & JAPIO

File 350:Derwent WPIX 1963-2004/UD,UM &UP=200411
(c) 2004 Thomson Derwent

15/5/5 (Item 5 from file: 350)
DIALOG(R)File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

015269991 **Image available**
WPI Acc No: 2003-330920/200331
XRPX Acc No: N03-265021

Student performance evaluation method in school , involves providing periodic reports related to student performance with respect to criteria to be evaluated

Patent Assignee: KILGORE K P (KILG-I)

Inventor: KILGORE K P

Number of Countries: 001 Number of Patents: 002

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20030017443	A1	20030123	US 2001908755	A	20010719	200331 B
US 6643493	B2	20031104	US 2001908755	A	20010719	200374

Priority Applications (No Type Date): US 2001908755 A 20010719

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
-----------	------	-----	----	----------	--------------

US 20030017443	A1		13	G09B-003/00	
----------------	----	--	----	-------------	--

US 6643493	B2			G09B-003/00	
------------	----	--	--	-------------	--

Abstract (Basic): US 20030017443 A1

NOVELTY - A set of forms to be used to record data corresponding to **student** 's performance is **developed** with respect to criteria to be evaluated. The data is recorded and input into **database** using forms. The data is processed to provide periodic reports related to the performance of a student with respect to criteria to be evaluated.

DETAILED DESCRIPTION - An INDEPENDENT CLAIM is included for student enrollment process.

USE - In professional **schools** .

ADVANTAGE - Collects and stores data on a real-time basis to improve the accuracy and efficacy of registration and evaluation processes of student performance.

DESCRIPTION OF DRAWING(S) - The figure depicts a chart showing multiple tables.

pp; 13 DwgNo 1/7

Title Terms: STUDENT; PERFORMANCE; EVALUATE; METHOD; **SCHOOL** ; PERIODIC; **REPORT** ; RELATED; STUDENT; PERFORMANCE; RESPECT; CRITERIA; EVALUATE

Derwent Class: P85; T01; W04

International Patent Class (Main): G09B-003/00

File Segment: EPI; EngPI

15/5/10 (Item 10 from file: 350)
DIALOG(R) File 350:Derwent WPIX
(c) 2004 Thomson Derwent. All rts. reserv.

014227829 **Image available**

WPI Acc No: 2002-048527/200206

XRPX Acc No: N02-035869

Computer-implemented education management system for preschool students, computes probability of each student performing each learning capability based on corresponding difficulty factor and ability score

Patent Assignee: ASSESSMENT TECHNOLOGY INC (ASSE-N)

Inventor: BERGAN J R; COLE K L

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 6322366	B1	20011127	US 9891288	A	19980630	200206 B
			US 99338440	A	19990623	

Priority Applications (No Type Date): US 9891288 P 19980630; US 99338440 A 19990623

Patent Details:

Patent No	Kind	Lan Pg	Main IPC	Filing Notes
US 6322366	B1	175	G09B-019/00	Provisional application US 9891288

Abstract (Basic): US 6322366 B1

NOVELTY - A **database** includes a list of learning capabilities and corresponding difficulty factors, and a file containing a list of students with corresponding ability scores. A program is executed to determine the probability of a student performing each of the learning capabilities, based on the corresponding difficulty factor and his ability score. The current learning eligibility of the student is determined based on the probabilities.

USE - For supervision, assessment and assistance in educating young students of **preschool** and elementary grade levels.

ADVANTAGE - The learning ability and **development** of each **student** is assessed correctly, to enable better education assistance.

DESCRIPTION OF DRAWING(S) - The figure shows the computer implement instruction management system.

pp; 175 DwgNo 1/193

Title Terms: COMPUTER; IMPLEMENT; EDUCATION; MANAGEMENT; SYSTEM; STUDENT; COMPUTATION; PROBABILITY; STUDENT; PERFORMANCE; LEARNING; CAPABLE; BASED; CORRESPOND; DIFFICULT; FACTOR; ABILITY; SCORE

Derwent Class: P85; T01

International Patent Class (Main): G09B-019/00

File Segment: EPI; EngPI